

542-712-1m-1539

BULLETIN

of

THE UNIVERSITY OF TEXAS

Number 231.

Published four times a month
By the University of Texas
At Austin, Texas

Press Series 23

May 15, 1912

Entered at Austin, Texas, as second-class matter, under Act of Congress of July 16, 1894.

The Bulletin for the Press is published twice a month by the University of Texas for the purpose of furnishing items of interest regarding University affairs. The press is invited to make free use of these items with or without giving credit therefor.

Please forward to the Extension Department papers containing any of this matter.

SELF-HELP IN THE UNIVERSITY OF TEXAS.

For a number of years about two out of every five students of the University of Texas have been wholly or partially self-supporting. During the current session out of 2006 students 675 belong to the self-supporting class. Some of these students have earned all of the money they are expending on an education; others are contributing to their support while at the same time carrying forward their studies.

To show what has been done and therefore what can be done by students toward working their way through the University, a bulletin has been issued containing the experiences of twenty-five students who have successfully faced the problems of self-support in the University. A copy of this bulletin, number 196, will be sent, on request, by John A. Lomax, Secretary of the University. To assist students in securing work an employment bureau is maintained by both the Young Men's and the Young Women's Christian Associations. The determined student may be certain that at the University of Texas he will find both encouragement and assistance in his effort to secure an education.

DEMOCRACY AT THE UNIVERSITY OF TEXAS.

Two out of every five students in the University of Texas support themselves either wholly or in part. During the past session over six hundred students kept themselves in the University by their own efforts. A few students are from wealthy homes, some are children of people in comfortable circumstances, but many are poor, and some are very poor. Numbers maintain themselves by arduous outside labor and heroic efforts. Some of the men students milk, do yard work, deliver papers; some of the girls care for small children, sew, wait on tables. How do their fellow students look on them? One young man who, during his senior year milked ten cows night and morning in a local dairy, says of his experience: "I cultivated the society and friendship of my college mates of both sexes. Excepting the demand upon my time there was no social disadvantage because of my work. The democracy of the University is of such a rugged and pronounced type that the fact that a boy is working his way through school operates for rather than against him in a social way."

After serving several tables at the Woman's Building for three years of her University course, a young woman says: "The girls, with but few exceptions, showed the four of us thus employed, every consideration. In fact, we gained a popularity all out of proportion to what we deserved. The work was tiring, and sometimes terribly monotonous, but was excellent training for my present work with girls and young women."

Still another odd-job man writes: "I am glad to say that the school was essentially democratic. A man was taken on his merits and not on his blue blood or bullion. I belonged to a fraternity and took active part in a literary society, besides at one time editing the 'Magazine' and serving on the 'Cactus' board."

RELIGIOUS INFLUENCES IN THE UNIVERSITY OF TEXAS.

An active Young Men's Christian Association employs a secretary for his full time, conducts a religious meeting each week and directs a number of Bible and mission study classes among smaller groups. Its handsome new building costing with land and equipment some ninety thousand dollars not only serves the religious ends of the Association, but supplies a center for student social life. For the woman students the Young Women's Christian Association does similar service, conducting a weekly religious meeting, various Bible and mission study classes, and employing a secretary to have oversight of the work.

The success of the two Christian Associations is due in large part to the co-operation of the various Austin churches. Each one of these takes an active interest in the students, and most of them have each Sunday special Bible classes made up of University students. In particular, churches of five religious bodies, Baptist, Episcopal, Methodist, Presbyterian, and Roman Catholic, have erected houses of worship close to the University for the express purpose of ministering to the students. In addition the Texas Bible Chair, a foundation of the Christian Church, occupying attractive buildings near the University, and the Austin Theological Seminary, an institution of the Southern Presbyterian Church four blocks away, offer courses in Bible study on an undenominational basis, which under certain restrictions are allowed to count towards the B. A. degree.

WHY GO TO COLLEGE?

The first advantage of college training is that it develops a man's power. Though the courses of study, through association and rivalry with many kinds of men, through debating and athletics, through sundry other forms of student activity, a man finds out what he is good for, and gains the power to make the most out of himself.

College is a sort of power plant for developing in a man the qualities and attainments that are necessary to success—knowledge of what he is after, confidence in his own powers, the ability to get on with men, strong and attractive personality, the abounding knowledge and power that inspire confidence.

According to an estimate of a recent publication of the University of Montana, only one man in every 750 in the United States has gone to college. Yet this small number has furnished 17 of the 26 presidents, 19 of the 27 vice-presidents, 17 of the 34 persons in the Hall of Fame.

Certain men have become great without education. Many people have by patient perseverance educated themselves without going to college. But for most men it is not wise to neglect what the whole world has approved. To be satisfied with a high school course is to stop one's development at the point where its progress would be greatest, it is to accept a heavy handicap when one is brought into contact with men of college training. All college men do not succeed. There are other elements in success besides training. None the less is training vital, and the chances of success are tremendously increased for the man who has it. "The apparent delaying of a life work by years at college," says Dean Briggs, "is like the stopping of a stream by a dam to give it accumulated power."

If your son or daughter is ambitious to go to college, send to John A. Lomax, University Station, Austin, for a free book containing pictures of the buildings and grounds of our big State University.

THE MONEY VALUE OF COLLEGE TRAINING.

"The average boy of 16, who has not been trained for a trade in any shop, trade-school or technical school, is, we assume, worth in earning power \$3,000. That is his potential capital. He can do one of four things: Remain an unskilled laborer, get a shop training, go to a trade-school, or acquire a liberal education.

"I. The Unskilled Laborer.—On the average he earns \$4 a week at 16, \$5 at 17, and so on regularly until he is 22 when he earns \$10.20 and is himself worth as 'capital' \$10,000. From now on, no matter how long he works, his earnings as an unskilled laborer remain the same.

"II. The Shop-Trained Worker.—In six years he has passed the unskilled laborer; by the time he is 24, however, he has reached his maximum; his potential capital is \$15,000, and his wage \$15.20 a week. This is the highest point reached by the shop-worker.

"III. The Trade-School Young Man.—The early broadening of his work immediately brings better wages. At 18 he has forever distanced the unskilled worker; at 21, the shop-worker. When he is 24 he has an earning power of \$22 a week. He reaches his highest valuation at 31 years.

"IV. The Technically and Liberally Educated Boy.—For several years lagging behind the others, this young man at 23 catches up with the shop-trained boy, and at 25 with the trade-school student. But now his competitors have reached their earning limit, in seven years he shoots up to \$43 a week and has not yet reached his full economic horizon. Education took him at 16 with a potential capital of \$3,000; it leaves him at 32 with \$43,000 and earning \$21 per week more than his nearest competitor."

Texas boys and girls deserve all the advantages to be obtained through college training. The State supports at Austin a great, free University. Write to the secretary for literature.

FOUGHT HIS WAY THROUGH COLLEGE.

The struggle for a University education offers especial inducements to the young man or young woman who can expect little help from their people and who must become self-supporting upon the basis only of High School training. Since he must be making his own living, and a living is about all he can hope to make until better equipped, why not be earning his way through college? The first few years of fighting his own way at any rate means years of self-sacrifice. One young man, now a successful engineer, thought the problem out in about that way. Recently, looking back at the time when he came to the University of Texas with only \$3.20 to start the year on, he writes:

"During the last two years of my University work when tempted to quit, or when 'practical' persons suggested that I was prolonging my school days late into life or that I 'knew enough already,' I strengthened my purpose and met those arguments by the answer that while out of the University I made little more than a poor living, whereas in it I not only made a better living, but was acquiring a valuable education as well.

"In my own case I know that my University training was well worth the time, labor, and sacrifice that it cost; for it equipped me for entrance into a remunerative vocation, and through the knowledge and training acquired in the four years' course I was able successfully to compete in a civil service examination and obtain an appointment in the technical branch of the Federal service immediately upon graduation.

"Furthermore, in my own case, the years devoted to higher studies stimulated ambition and developed a self confidence; otherwise, these qualities probably would have been wanting to prompt and sustain an effort to make the best use of my natural powers."

COLLEGE TRAINING FOR THE DOCTOR.

"My course at the University of Texas was helpful to me in many ways," writes a graduate who later studied medicine.

"There is, of course, the obvious and direct advantage of the actual knowledge gained. But that is by no means the only, or even the greatest help. The mental training counts for so much. This was brought to me very forcibly when I entered the Medical Department at Galveston, a year after the completion of my academic course. I had been trained to think along scientific lines, had learned the general routine of college work, and had learned to concentrate my efforts so as to cover the greatest amount of work with the least possible expenditure of energy and time. This was of incalculable benefit to me in my two years' medical work. In the study of medicine at Galveston the work is such as to tax the powers of an ordinary student to the utmost, for much has to be learned in four years. When one is required to be at lectures or laboratory work eight hours every day, there is little time left for the very necessary recreation, relaxation, physical study, and study. There an ordinary high school graduate is at a decided disadvantage, and I consider it a great help that the entrance requirements of the Medical Department have been raised so as to require one year of academic work first."

Dean Briggs of Harvard says: "The apparent delaying of a life work by years at college is like the stopping of a stream by a dam to give it accumulated power."